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Program activities sponsored by the Department of Health, Education, and Welfare in the education of the deaf reviewed include Gallaudet College, National Technical Institute for the Deaf, National Advisory Committee on Education of the Deaf, Model Secondary School for the Deaf, and Captioned Films for the Deaf. Also summarized are centers and services for deaf blind children, and legislation both for preparation of professional personnel and for research and demonstration programs. Further information concerns the Elementary and Secondary Education Act and Amendments, Handicapped Children's Early Education Assistance Act, Higher Education Amendments of 1968, and Vocational Education Amendments of 1968. Addresses for inquiries regarding each area of activity are given. (JD)

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Selected Program Activities in the Education of the Deaf

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Robert H. Finch, Secretary
Assistant Secretary of Community and
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Washington, D.C. 20201

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Introduction

The Department of Health, Education, and Welfare has taken many steps to assist deaf children and youth in fully developing their talents to prepare them to be responsible citizens in our society and to offer them opportunities for educational and cultural enrichment of their lives.

Many of the advances and techniques in education for the deaf have application in teaching children with other handicapping conditions, and to the whole educational spectrum.

Some of the Department's programs mentioned here are directed specifically towards meeting the needs of the deaf; others are those programs which benefit all handicapped children, including the deaf.

The responsibility for coordinating the Department's programs for the deaf rests with Dr. James Allen, Assistant Secretary for Education. This report was prepared by Mrs. Patria G. Forsythe, Executive Secretary, National Advisory Committee on Education of the Deaf, and Miss Judith G. Fein, Staff Assistant. For additional information concerning this report write to The National Advisory Committee on Education of the Deaf, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

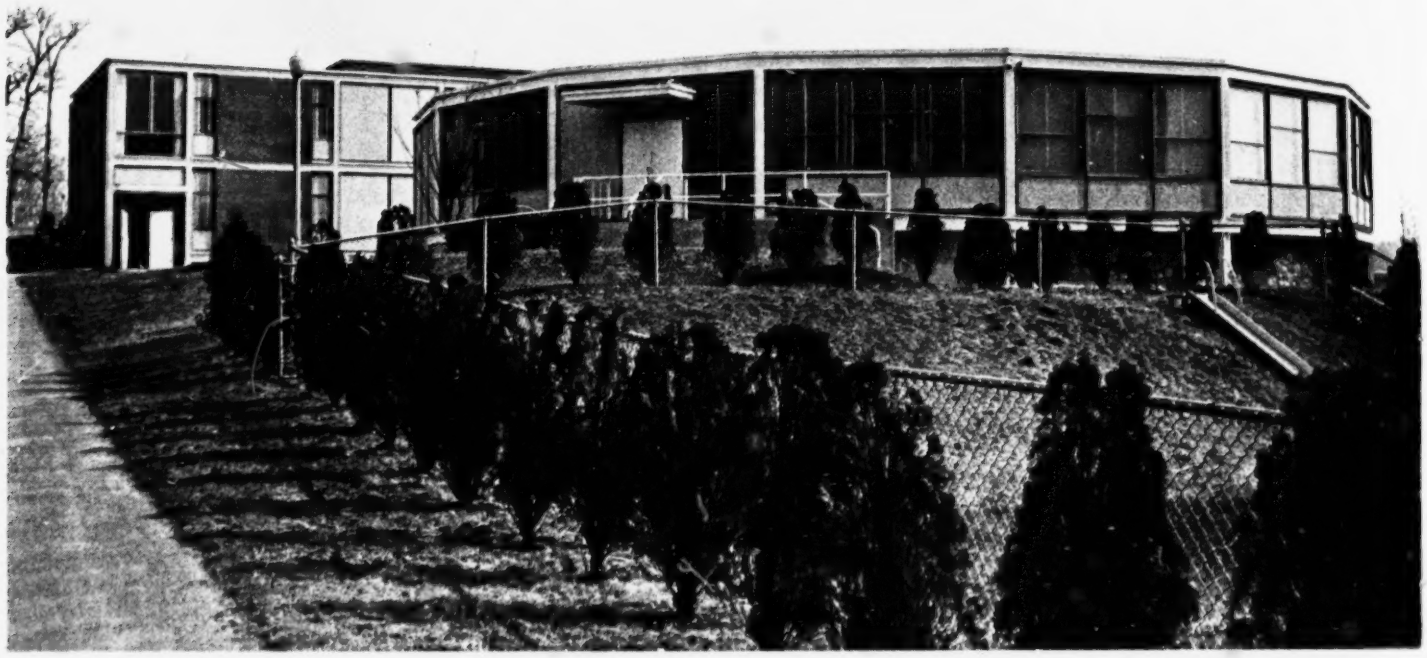
New treatment and training techniques developed over the past several years are making life more meaningful for the deaf; this publication reviews some of these activities.

Gallaudet College

Gallaudet College, the only college in the world devoted exclusively to the education of deaf persons received full accreditation in 1957 from the Middle States Association of Colleges and Secondary Schools. This was reaffirmed in the spring of 1967. It is a private, non-profit liberal arts institution serving approximately 1,000 students.

of these students are supported by funds from the U.S. Office of Education and the Rehabilitation Services Administration.

Gallaudet also operates the Kendall School, which offers elementary and secondary education to approximately 185 deaf children from the greater Washington metropolitan area, and a pre-school program for very young deaf children.



The specially equipped Mary L. Thornberry Memorial Building houses the Hearing and Speech center, the Diagnostic and Evaluation Clinic, the Preschool, the Acoustic Communication Research Laboratory, the Audiological and Speech Program for Undergraduates of Gallaudet College, and the administrative offices of the Graduate School.

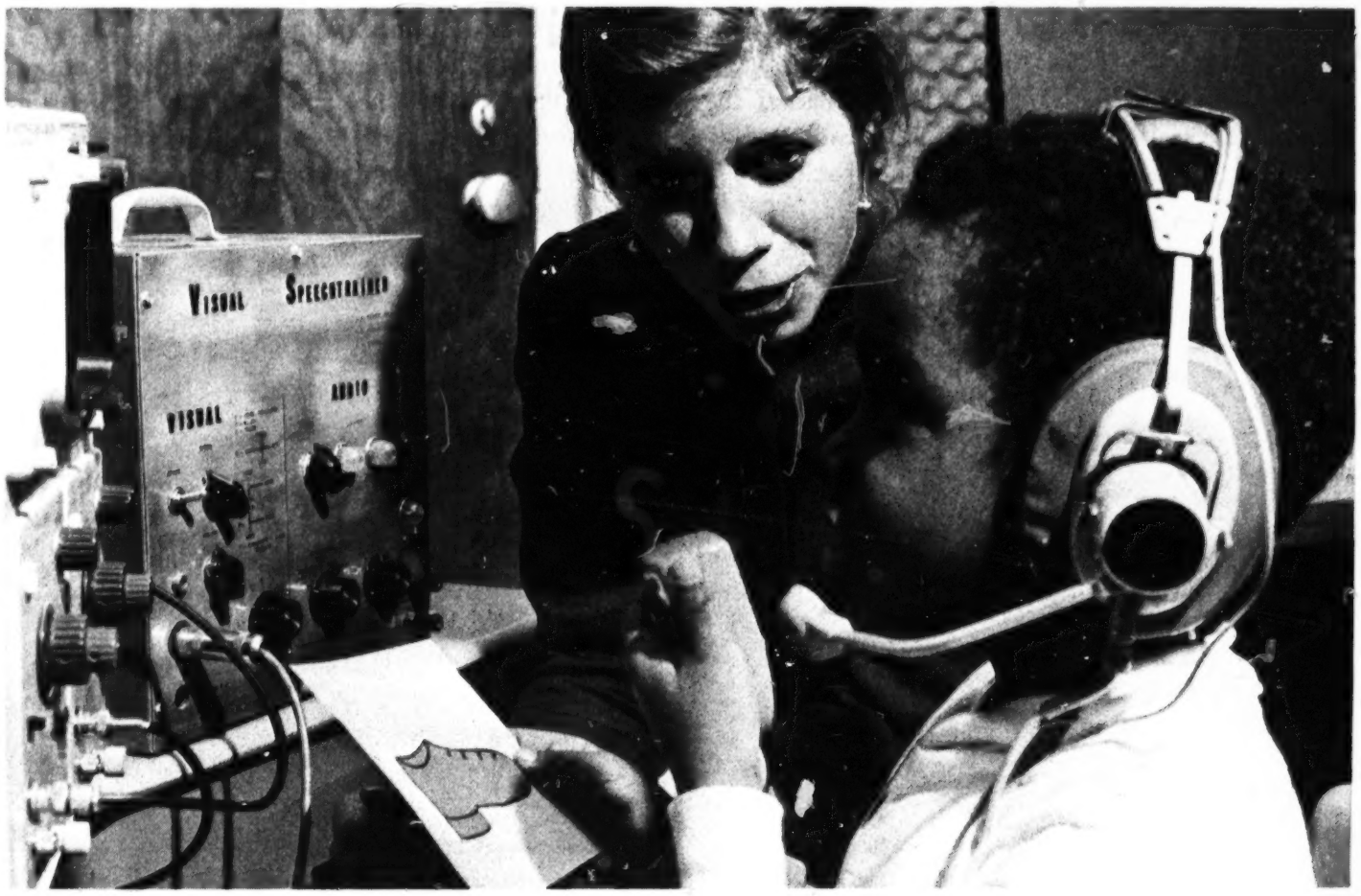
The Gallaudet Graduate School, which offers a two-year master's degree program in the education of the hearing impaired (preschool, elementary, and secondary) and in audiology, was established in 1964. The National Council for Accreditation of Teacher Education has accredited both the elementary and secondary education programs. The Graduate School, whose annual enrollment has ranged between 35 and 45 students in the past few years, accepts both hearing and deaf students. A large percentage

Both of these facilities are used by students in the Graduate School for practice teaching.

The regular four-year curriculum at Gallaudet is equivalent to that of other liberal arts colleges of similar size. It is designed to prepare students for employment in various fields, or for entrance into graduate studies. Major fields of study are offered in accounting, art, biology, business administration, chemistry, economics, English, French, German, history and political science, home economics, library science, mathematics,

philosophy, physical education, physics, psychology, sociology and Spanish. Other courses offered include classes in religion, computer technology, and the Russian language.

nity: (1) Diagnostic and Evaluation Clinic; (2) Undergraduate Audiology and Speech Program; (3) Gallaudet Preschool Program; and (4) Sensory Communication Research Laboratory.



The visual pattern of a pupil's speech appears on analyzer screen for speech training at Kendall School.

In addition to the regular curriculum, a preparatory program, designed to supplement the secondary education of prospective college students who do not fulfill entrance requirements, is administered annually to approximately 85% of the incoming students. Extracurricular activities at Gallaudet include an active student government association, drama department, modern dance, graphic arts program, and fraternities and sororities. There is a college newspaper and yearbook as well as teams in football, swimming, basketball, cross country, soccer, track and wrestling.

The Hearing and Speech Center provides the following services for the campus and community: (1) Diagnostic and Evaluation Clinic; (2) Undergraduate Audiology and Speech Program; (3) Gallaudet Preschool Program; and (4) Sensory Communication Research Laboratory.

Federal funds provide approximately two-thirds of the operating costs of the College. A construction program to replace aging buildings and provide modern facilities to accommodate increased enrollments was initiated in 1956. Full financial support for the erection of a number of new buildings and alterations and repairs to the existing physical plant has also been provided by the Federal Government.

Inquiries regarding this program should be directed to:

GALLAUDET COLLEGE
7th and Florida Avenue, N.E.
Washington, D.C. 20002

National Technical Institute for the Deaf

The National Technical Institute for the Deaf (NTID) was created by Public Law 89–36, which was enacted June 8, 1965. This legislation provides for a residential, post-secondary technical education facility which will prepare young deaf adults for successful employment.

The Rochester Institute of Technology (RIT), Rochester, New York, was selected as the institute of higher education to enter into an agreement with the Secretary of Health, Education, and Welfare, as directed by Public Law 89–36, for the establishment and operation, including construction and equipment, of the NTID. On January 13, 1967, Dr. D. Robert Frisina was appointed as Vice-President, Rochester Institute of Technology, and Director of NTID.

The NTID's program includes courses of study designed to correct educational deficiencies in the backgrounds of incoming students; to provide assistance to students in counseling and orienting them to available and appropriate technical courses of study. Liaison with industry will be developed for cooperative educational and inservice programs. Plans for the extensive use of computer technology and instructional television in the development of curricula are currently being implemented.

Full enrollment for the NTID will be for 750 deaf students. The first interim class of approximately 70 students entered in September 1968, and is using existing Rochester Institute of Technology facilities. Extensive supportive services are provided for interpreting, notetaking, guidance and counseling, audiological evaluations and speech and hearing therapy.

In order to attain maximum possible integration of deaf students with hearing students attending RIT, a special orientation and training program was given to more than 100 RIT student leaders by the NTID staff. An intensive six-week Summer Institute was held for 45 RIT faculty members and in early September 1968 a week orientation program was held for residence halls advisors.

Several research activities have been undertaken by staff members of the NTID. A long-range study of deaf students entering NTID and hearing students at RIT is being conducted. This project will follow these students through to employment.

Inquiries regarding this program should be directed to:

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF
Rochester Institute of Technology
1 Lomb Memorial Drive
Rochester, New York 14623

National Advisory Committee on Education of the Deaf

The National Advisory Committee on Education of the Deaf (NACED) is a statutory Committee, authorized by Section 5 of Public Law 89–258, and composed of twelve members that include educators of the deaf, persons interested in education of the deaf, educators of the hearing, and deaf individuals.

The functions of the Advisory Committee are to make recommendations to the Secretary of the Department of Health, Education, and Welfare concerning the carrying out of existing programs and the development of new or modified programs for the education of the deaf. The Committee makes such other recommendations for administrative action or legislative proposals as may be appropriate.

One of the first assignments the National Advisory Committee undertook was to plan a National Conference on Education of the Deaf. The Conference was held April 12–15, 1967, in Colorado Springs, Colorado. The purpose of the Conference was to bring together outstanding workers in the education of the deaf and important related fields. The conferees considered effective

ways to encourage the development of State plans for the coordination of comprehensive educational and corollary services for the deaf.

The Advisory Committee is also required by law to carry out the following functions: (1) make recommendations to the Secretary for the development of a system for gathering information on a periodic basis in order to facilitate the assessment of progress and identification of problems in the education of the deaf; (2) identify emerging needs respecting the education of the deaf, and suggest innovations which give promise of meeting such needs and of otherwise improving the educational prospects of deaf individuals; and (3) suggest promising areas of inquiry to give direction to the research efforts of the Federal Government in improving the education of the deaf. [1]

For the past year, NACED has been involved in the planning for the new Model Secondary School for the Deaf which is to be located in Washington, D.C. It has also been reviewing the recommendations of the document from the National Conference on Education of the Deaf "Education of the Deaf, The Challenge and the Charge".

Inquiries regarding this program should be directed to:

EXECUTIVE SECRETARY
NATIONAL ADVISORY COMMITTEE ON
EDUCATION OF THE DEAF
Office of the Secretary
Department of Health, Education, and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201

Model Secondary School for the Deaf

In February 1965, a report, entitled "Education of the Deaf," based on a comprehensive study of education programs for the deaf, was issued by the Department of Health, Education, and Welfare. This report reveals significant inadequacies and gaps in the educational services for the deaf and indicates that there is no genuine secondary school program for deaf persons in the United States.

The common problem among these severely handicapped people is one of communication. This handicap is frequently manifested in limited language skills, in poor speech production and reception, in serious educational retardation, and in emotional and social maladjustment.

An inadequate education is often just another handicap to be surmounted by the deaf. Education of the deaf individual often begins too late and ends too soon. Most residential schools for the deaf have programs which provide the equivalent of an eighth grade education. Very few of the specialized day school programs go beyond elementary school levels. Students who wish to continue their education are expected to transfer to regular high schools and vocational schools for hearing children. Because of the serious communication problem involved, only about one percent of the deaf children attending day and residential schools communicate well enough to enter these hearing schools. The result is that only 8% of any age group of deaf students is now admitted to college as compared to 53% of the general population. A deaf person's opportunities for higher education are thus severely restricted because of lack of adequate preparation for college.

To alleviate this problem, the Congress passed a law entitled the Model Secondary School for the Deaf Act.

Public Law 89–694 authorizes the Secretary of the Department of Health, Education, and Welfare, after consultation with the National Advisory Committee on Education of the Deaf, to enter into an agreement with Gallaudet College for the establishment and operation, including construction and equipment, of a model secondary school for the deaf to serve primarily residents of the District of Columbia and of nearby states.

[1] Pub Law 89–258, 89th Congress, October 19, 1965.

Teacher supervises students participating in the Computer-Assisted Instruction Project for the Model Secondary School for the Deaf.

The High School will be located in Washington, D.C. on 17½ acres of land provided by Gallaudet College on the northern end of its campus. When fully constructed, the students will attend on both a day and residential basis. In keeping with the mandate of Congress, the School will be a model in architectural and engineering design. The buildings will be so constructed as to facilitate the use of and accessibility to technological aids, such as computers, closed circuit television, etc. Projects are presently being conducted on an experimental basis on the Gallaudet campus. These include:

(1) A project for the development of Learning Activity Packages under the joint supervision of Gallaudet and the NOVA School in Ft. Lauderdale, Florida.

(2) A jointly supervised project by Stanford University and Gallaudet College for computer-assisted instruction.

(3) A cost and feasibility study of Sound Treatment Standards. This study will provide the vitally important information needed to achieve optimum sound treatment of the rooms in the facilities to be constructed for the new high school.

The Chief Administrative Officer of the Model Secondary School will be appointed by the Board of Directors of Gallaudet College upon nomination by the President of the College. He will report directly to the President, thereby affording maximum visibility and flexibility for total involvement both within and outside of the Gallaudet College complex.

Students will be admitted to the Model Secondary School for the Deaf from the District of Columbia, Maryland, Virginia, West Virginia, Pennsylvania, and Delaware. Students may be admitted from other geographical areas if there is not sufficient enrollment from the primary service area. A comprehensive curriculum, including academic, technical, vocational and other offerings which appear to hold promise in secondary education for the deaf, will be developed. The curriculum will emphasize individualized learning in order to prepare students for post-secondary and terminal education.

Gallaudet College will develop a unit on Research and Demonstration in the Model Secondary School for the Deaf and will assume the responsibility for communicating findings concerning methods, materials and organizations which prove effective and ineffective at the School.

Inquiries regarding this program should be directed to:

GALLAUDET COLLEGE
7th and Florida Avenue, N.E.
Washington, D.C. 20002

Captioned Films for the Deaf

On September 2, 1958, Public Law 85–905 was enacted to provide a loan service of captioned films for the deaf in the Department of Health, Education, and Welfare. This law was amended in 1962 with the passage of P.L. 87–715, and amended again in 1965 when Congress passed P.L. 89–258.

The basic concept of P.L. 85–905 is to promote the general welfare of the deaf. It brings to deaf people an understanding and appreciation of motion picture films which play an important part in the general cultural advancement of hearing persons. It promotes educational and cultural experiences through which deaf persons can be brought into closer touch with the realities of their environment.

In 1962 the Congress increased the authorization and broadened the purposes of the Captioned Films program. The 1962 amendments promoted the educational advancement of deaf persons through research in the use of educational and training films for the deaf, production and distribution of educational and training films for the deaf, and training of persons in the use of films for the deaf.

The expanded program authorized under P.L. 89–258 makes materials and services available not only to deaf persons but also to parents of deaf children, to social and rehabilitation workers for the deaf, and to employers of hearing-impaired persons.

During the summer of 1966, summer institutes for training teachers of the deaf in the use of new media were arranged through the Captioned Films program at three leading universities.

The major purpose of the Captioned Films for the Deaf program is that of supplying educational materials and media equipment to some 35,000 deaf children in more than 400 schools and classes throughout the United States. Items supplied on loan include filmstrips, movies, overhead projectors, filmstrip projectors, and screens. The materials especially produced for the instruction of deaf children include films for teaching lipreading and fingerspelling, special filmstrips for reading instruction, and records for auditory training.

Captioned films may be borrowed by groups composed of three or more deaf persons. The groups borrowing the films must certify that a borrowed film will be exhibited only to groups of deaf persons, will not be exhibited to an audience where an admission fee is charged, will not be broadcast by television, and will not be used in a manner that will infringe upon or violate any copyright interest.

Public Law 90–247, Elementary and Secondary Education Amendments of 1967, expands the Captioned Films for the Deaf program to an Educational Media program for all handicapped children. There is provision for research, acquisition, production, and distribution of media, as well as for training teachers and other persons in the use of educational media with all handicapped children and youth.

Inquiries regarding the instructional media programs should be directed to the:

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Educational Services
7th and D Streets, S.W.
Washington, D.C. 20202

Preparation of Professional Personnel

On September 22, 1961, Public Law 87–276 was signed into law by President John F. Kennedy, thus heralding a most significant step in the training of teachers of the deaf. During the academic year 1961–1962 there were thirty-two training programs in operation; today there are 50 training programs receiving Federal support and several others that have program development grants. The number of new teachers trained has shown an equally dramatic rise. The average number of prospective teachers trained was approximately 125 per year, from

Child learns to respond to auditory stimuli through training with teacher and student teacher in Gallaudet Graduate School.

1950 to 1960. For this fiscal year, there are over 550 full-time students in undergraduate and graduate programs who receive Federal support.

Although most of these graduates are entering the feld of education of the deaf, there is still a shortage of teachers for the 45,000 deaf youngsters in the United States who require special education. During the Congressional hearings on P.L. 87–276, a shortage of 500 teachers was established as well as the sub-standard training of approximately 800 persons then teaching the deaf. It was estimated that approximately 8,000 children were not receiving the specialized education necessitated by their handicapping condition. P.L. 87–276, now merged into P.L. 85–926, a broader authority supporting training for teachers of all types of handicapped children, was thus designed to help remedy a severe problem.

The Division of Training Programs in the U.S. Office of Education estimates that there is currently a need for an additional 1,250 teachers of the deaf in order that the desired pupil-teacher ratio of 7 to 1 be achieved.

Because the shortages are so critical, and the goals so closely interrelated, it is often difficult to determine priorities. Of equal importance are the needs for leadership, training teachers for traditional programs, teaching staff for very young and old deaf individuals, media specialists and other key staff persons. Both critic and master teachers are needed in practicum centers to make college preparation programs more effective.

Public Law 90–576 expanded the provisions of P.L. 85–926 to include "appropriate non-profit institutions or agencies as well as non-profit institutions of higher learning." Institutions which are interested in participating in the program should send proposals to the Office of Education where they are reviewed by advisory panels which include persons knowledgeable in the area of education of the deaf.

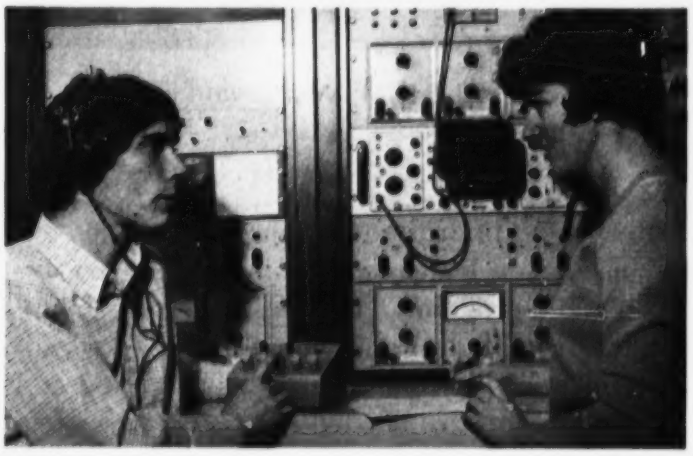
Inquiries regarding the teacher training program should be directed to:

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training Programs
7th and D Streets, S.W.
Washington, D.C. 20202.

Research and Demonstration

The research and demonstration program for the handicapped was established by Public Law 88–164 and extended under Public Law 89–105. P.L. 89–105 also provides for construction authority to establish a research and development center for education of handicapped children and youth.

The general purposes of the research and demonstration program under P.L. 88–164, approved October 31, 1963, are: (a) to translate findings of research from the social and behavioral sciences into practical applications for the education of handicapped children and youth; (b) to generate programs and procedures for classroom teachers and education specialists who will make full use of known facts, ideas, and theories; (c) to create educational environments in which the implementation of new programs, procedures and processes may be demonstrated; and (d) generally to improve the education of handicapped children and youth through innovations in learning situations as well as in classroom procedures, methods, and materials.



Automatic push-button test of sound quality discrimination is used to explore hearing capacity of deaf listeners. Sensory Communication Research Laboratory, Gallaudet College.

Public Law 89–105 authorizes the Commissioner of Education to make grants to institutions of higher education for constructing, equipping, and operating facilities for research relating to the education of handicapped children and youth. In April 1967, Columbia University was awarded a grant for the construction and operation of a research and demonstration facility.

Audiologists use modern response-reinforcement methods as part of the hearing testing of preschool children.

The major objectives of the Columbia Center are research, demonstration, and dissemination of information. This Center is designed to concentrate human and financial resources on the critical and difficult problems involved in the education of handicapped children, to bring together highly qualified researchers and teachers, and to provide a training ground for research trainees. It is expected that the Center will produce new ideas, materials, and techniques for use in classrooms of the handicapped. Such a facility will bring about a systematic attack on major problems which are now being approached by isolated research on a piece-meal basis.

Such research and demonstration activities were expanded as a result of amendments to Title VI of the Elementary and Secondary Education Act. Public Law 90–247 authorizes the development of regional resource centers which will provide direct services to the children, parents, and teachers involved, as well as to disseminate information on modern educational approaches. The centers will also assist teachers and other school personnel by providing educational evaluation and assistance in developing specific educational strategies.

Inquiries regarding this program should be directed to the:

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Research
7th & D Streets, S.W.
Washington, D.C. 20202.

Elementary and Secondary Education Act and Amendments

Superintendents and administrators of schools and classes for the deaf have an unprecedented opportunity, under Title I of the Elementary and Secondary Education Act (ESEA), Public Law 89–10, and Public Law 89–313 which amends it, to obtain long needed funds for deaf children. Although Title I of P.L. 89–10 does not refer specifically to the deaf and other handicapped children, the law includes them, since it provides funds for "the special educational needs of educationally deprived children living in areas where there are concentrations of low income families." The legislative intent implied in this language was referred to by Wilbur J. Cohen, the then Under Secretary of Health, Education, and Welfare, in a letter to Senator Wayne Morse, Chairman of the Education Subcommittee, Committee on Labor and Public Welfare, United States Senate. Mr. Cohen indicated that:

". . . In Title I, Section 205(a)(1), where reference is made to programs and projects which are designed to meet the special educational needs of educationally deprived children in the school district who attend non-public schools in section 205(a)(2), the term 'educationally deprived children' in our opinion includes handicapped children as that term is defined in Title III of Public Law 88–164, approved October 31, 1963." [1]

Under P.L. 89–10, the local school districts with the approval of the State Departments of Education, determine priority of needs and target areas which will receive these funds. The Elementary and Secondary Education Act is a tremendous potential for aid to the handicapped.

On November 1, 1965, Title I of ESEA was amended by Public Law 89–313. P.L. 89–313 makes funds available to state agencies responsible for providing an education free of charge to handicapped children on a non-school district basis. The amendment specifies that the handicapped children who may benefit under this law are the: "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education." The amendment bridges an important gap, for P.L. 89–10 applies only to children in local facilities. P.L. 89–313 extends aid to handicapped children in state supported or state operated schools. The Federal allocation is made according to a formula based on the average daily attendance of handicapped children in special schools operated or supported by the state. Individual agencies within the state, such as the welfare and health departments, can also obtain Federal assistance through the State Department of Education, which is responsible for the ultimate approval of each project.

Great flexibility is possible in the use of these funds, but the main emphasis has been on increasing and improving direct services to handicapped children such as in-service teacher training, enlarged staffs, remedial programs and clinical services. Summer institutes have been established to provide extension of services and a continuity over the summer months when regression often occurs. Instructional centers are being designed to improve the quality and the accessibility of instructional material. Priority plans also include the extension of services downward to pre-school children and increased emphasis on the application of innovative techniques and the utilization of research developments.

[1] R. P. Mackie, "Opportunities for Education of Handicapped under Title I, Public Law 89–10," *Exceptional Children* (May 1966), 1.

Activities involving mothers are helpful in promoting language development among Gallaudet Preschool Children.

Public Law 90–247 further amended Title I of ESEA to provide increased support for education of children in state operated or state supported schools for the handicapped. Under this law, State agencies receive additional funds for new personnel, instructional materials, and other programs which reach into the state schools to aid the handicapped.

Public Law 90–576 extended the provisions of P.L. 89–313 to state supported and state operated schools for the handicapped in Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territories.

Inquiries regarding this program should be directed to the:

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Educational Services
7th & D Streets, S.W.
Washington, D.C. 20202.

Centers and Services for Deaf-Blind Children

The Elementary and Secondary Education Amendments of 1967 (P.L. 90–247) provides for the establishment and operation of Centers for deaf-blind children. Such Centers are a response to the needs of approximately 20,000 to 30,000 children born with one or more handicapping conditions as a result of the rubella epidemic of 1963–65.

These Centers will provide comprehensive diagnostic and evaluation services and programs for education, orientation and adjustment. Consultative services for parents, teachers and others working with the deaf-blind and programs for training teachers and related specialists will also be provided at the Centers.

Inquiries regarding the Deaf-Blind Centers should be directed to the:

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Educational Services
7th & D Streets, S.W.
Washington, D.C. 20202.

Handicapped Children's Early Education Assistance Act

The Handicapped Children's Early Education Assistance Act became Public Law 90–538 on September 30, 1968.

This Act authorizes the Commissioner of Education to arrange with appropriate public agencies and private nonprofit organizations for the development and carrying out by such agencies and organizations of experimental preschool and early education programs for handicapped children. These programs will be distributed throughout the Nation and carried out in both urban and rural areas.

The activities and services included in the programs should be designed to (1) facilitate the intellectual, emotional, physical, mental, social, and language development of the children; (2) encourage the participation of parents of the children in the development and operation of the programs; and (3) acquaint the community to be served by the programs with the problems and potentialities of the children.

A thorough and continuing evaluation of the effectiveness of each program assisted under this Act shall be conducted by the Commissioner, either directly or by contract with independent organizations.

Activities used to promote language development for deaf preschool children are fun as well as instructional.

Guidelines for this program were developed by a Task Force which included persons with expertise in the education of handicapped children, administrators of special education programs and representatives from the field of medicine.

Inquiries regarding Public Law 90–538 should be directed to the:

U.S. Office of Education
Bureau of Education for the Handicapped
7th and D Streets, S.W.
Washington, D.C. 20202

Higher Education Amendments of 1968

The Higher Education Amendments of 1968 became Public Law 90–575 on October 16, 1968. One of the important features of this act is the inclusion, for the first time, of provisions for the handicapped in higher education legislation.

Section 203 authorizes the Commissioner of Education to make grants to or contracts with institutions of higher education, as well as other public and nonprofit organizations, for special services for disadvantaged students. The grants or contracts are for the planning, development, or carrying out of programs or projects that will assist the students in the completion of their undergraduate educations as well as provide for the encouragement of those who are able to undertake graduate studies.

Several special services for the physically handicapped would be appropriate under this section. The provision of interpreters for the deaf or specially developed pre-college courses offered by the university in residential schools for the deaf are only two examples of such services.

The Higher Education Amendments of 1966 included a provision for the cancellation of National Defense Education Act of 1958 (P.L. 85–864) student loans made to full-time teachers of handicapped children. The rate of cancellation was 15% of the loan for each year of service in teaching these children. The forgiveness feature has been extended for two additional years by the 1968 Amendments.

Inquiries regarding P.L. 90–575 should be directed to the:

U.S. Office of Education
Bureau of Higher Education
7th & D Streets, S.W.
Washington, D.C. 20202.

Vocational Education Amendments of 1968

For the first time in the history of legislation for vocational education, provision has been made for participation by the handicapped. The Vocational Education Amendments of 1968 became Public Law 90–576 on October 16, 1968.

The Vocational Education Act of 1963, by the intent of Congress, encouraged vocational educators working on the professional needs of the handicapped. However, 5 years after the passage of this Act, the handicapped were still not being provided vocational education in a systematic manner.

Three provisions for the handicapped that correct deficiencies in the Act of 1963 have been included in Public Law 90–576. (1) At least 10 percent of the State plan funds must be used for services to the handicapped. These services are designed to insure handicapped persons of adequate vocational education opportunities; (2) a specific definition of "handicapped" has been included in this Act to make the term identical with that in other legislation in which it is defined. As stated in Section 108, "(6) The term 'handicapped,' when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reason thereof require special education and related services;" and (3) the National Advisory Council on Vocational Education and the state advisory councils must include persons having special knowledge, experience, or qualifications with respect to the special educational needs of physically or mentally handicapped persons.

Inquiries regarding Public Law 90–576 should be directed to the:

U.S. Office of Education
Division of Vocational and
Technical Education
7th and D Streets, S.W.
Washington, D.C. 20202.

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